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ABSTRACT

The conference proceedings, dealing with the Continuing Education Unit (CEU), contain the following papers. Introduction, David L. Ferris; The History and Philosophy Behind the CEU, William L. Turner; The Iowa Experience--From the State, Don McGuire; The Iowa Experience--From the University, Jack Huttig; A Computer Based CEU Retrieval System; James H. Ollar; A Discussion of the Issues--from the University, Wendell Harris; A Discussion of the Issues--from the Accrediting Associations, Robert Kirkwood; and Recognition and Record Keeping in Non-Credit Adult, Extension, and Continuing Education--an Information Paper, The Federation of Regional Accrediting Commissions of Higher Education. Also included are: the letter of invitation, by David L. Ferris, the program, the roster of speakers, the roster of participants at the Invitational Statewide Conference on CEU, and a list of the Illinois Statewide CEU Taskforce members. An appendix describes the CEU recording system and provides the sample forms used at the University of Iowa. (JR)

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INTRODUCTION

Adult Americans, eager to add to their knowledge, are flocking back to school all over the country to tackle a variety of subjects. Adult-Continuing Education, the fastest-growing segment of instruction in the United States today, is increasing at nearly 11 percent a year, compared with less than 2 percent in elementary and secondary schools. It has been estimated that approximately 50 million Americans are engaged in some form of adult-continuing education.

A National CEU Conference was called in Washington, D.C. during July, 1968, to determine the level of interest in a uniform unit of measurement for non-credit adult-continuing education. The 34 national organizations present expressed their concern and as a result, a National Task Force was created to determine the feasibility of a uniform unit of measure. Since 1968, a great surge of activity has occurred throughout the United States.

The Commission on Colleges, Southern Association of Colleges and Schools, published guidelines for "The Continuing Education Unit" in 1972. Members of this Commission have been piloting and initiating the use of the CEU during the past three years.

Many Illinois educators felt that it was timely to disseminate information through a comprehensive book on the CEU published by the ERIC Clearinghouse in Career Education, and by conducting a Statewide Conference on the CEU for interested persons in adult-continuing education.

The convening of the Statewide Conference on the CEU in Springfield, Illinois on September 19-20, 1974, was a decision reached by an 18 member Statewide Advisory Committee for the CEU and funded by the Illinois Community College Board and the Illinois Board of Higher Education in cooperation with Kankakee Community College, Central YMCA Community College, Northern Illinois University, and the ERIC Clearinghouse in Career Education. The Conference was intended to provide public and private institutions of higher education, public and private schools, professional groups, agencies and associations, an opportunity to become better informed and exchange their opinions and concerns about the usage of CEU's.

This was one of the largest statewide conferences ever held on the CEU, as some 170 persons were in attendance at one or more of the sessions. Several sessions were designed for open discussion and the Statewide Task Force on the CEU will receive final recommendations from conference participants for implementing the CEU concept in Illinois, and submit the first draft of the State Plan for the use of CEU's in Illinois to the Illinois Community College Board and the Illinois Board of Higher Education. A wide cross section of interests is represented by the Task Force members from professional associations, government, labor, business, and education - public and private.

It is my privilege to serve as chairman of the Statewide Task Force on the CEU and I wish to express my appreciation to the members and other interested

persons for their dedicated service and contributions to the success of the Conference and input for the first two Task Force meetings.

Dr. David L. Ferris
Chairman,
Statewide Task Force on the CEU

Kankakee, Illinois
February, 1975

THE HISTORY AND PHILOSOPHY BEHIND THE CEU

By: Dr. William L. Turner, Vice Chancellor for Extension and Public Service
North Carolina State University

Members of the Convention and Honored Guests:

I have been asked to speak to you this afternoon about the history and philosophy of the CEU or continuing education unit. This is no small undertaking because the CEU appears to be gaining regional and national recognition and acceptance as the standard unit of measurement for continuing education and its history and development is becoming rather lengthy.

Before I get into my subject, I would like to take this opportunity to express to you the appreciation of the National Task Force and my personal appreciation as chairman of the National Task Force to the Illinois Community College Board--you are taking a leadership role in the further development, use, and implementation of the CEU. Credit for this action to date rests with the continuing education leadership here in the State of Illinois.

Let's examine together why the CEU appears to be fulfilling a long term need of the individual learner, the college and university, the professional society, the licensing board, the accrediting organization, the employer, and many other groups in our society today who have an interest in this subject.

We are living in a period of rapid change. The explosion of technology has severly tested the capability of most institutions of higher learning to keep individuals updated in the various professions. The need for continuous updating and other forms of self-renewal has become a concern for individuals and employers of personnel at all levels of skill, whether publicly or privately engaged.

There is a great need today for the professional, the skilled worker or technician and the general adult to be able to bring to bear a new enlightenment upon the broad social, economic and technical problems of the day.

Parallel with the need for an individual to remain abreast of the sweeping changes affecting his job and his skills is the need for continuing education--education that requires the individual's formal education to be continued throughout a lifetime.

There has been a marked increase in the variety and multiplicity of informal educational channels by which an individual may further his knowledge. Short courses, conferences, institutes, seminars and correspondence study have been some of the primary non-credit or informal instructional forms created to satisfy the needs of the individual. The forms of instruction have had no uniform duration, timing or unit of measurement nor have they always been sharply targeted to the population.

Equally frustrating has been the fact that too little recognition is given participants--whether students or instructors--in continuing education programs. Meaningful check points and career goals comparable to the established degrees and professional licenses are lacking in the variety of extension and continuing education offerings presently available to the individual.

Until recently, there had been no adequate means of measuring the amount of non-credit activity, except in terms of the number of individuals participating in such activities, or the academic level of such activities, except to the extent that elementary, secondary or higher educational institutions may have administered the programs.

Right now, our nation's employers have many millions of professional level employees and have special needs for measuring educational activities, not only for hiring purposes but also for promotional criteria.

In July of 1968, a national planning conference was called in Washington, D. C. to measure the interest of some 34 national organizations in developing a uniform unit of measurement for non-credit continuing education. The conference was sponsored jointly by the National University Extension Association, AAGRAO, the U. S. Civil Service Commission and the U. S. Office of Education. The 34 national organizations represented at the conference were known previously to have expressed an interest in one aspect or another of identifying, measuring and recognizing individual effort in continuing education.

On the basis of interest expressed at the national planning conference, a National Task Force from the National University Extension Association was appointed to determine the feasibility of a uniform unit of measurement and to develop a proposal for field testing and gaining general acceptance of this concept. I was appointed chairman of this national task force.

The task force was aware of the fact that adult education enrollment was increasing dramatically across the United States. The Johnstone study released in the mid 1960's, for example, indicated that more than 25 million Americans exclusive of full-time regular students, were engaged in at least one educational program annually. It has further been projected that non-credit adult and continuing education programs will become a major component of American education during the seventies and eighties.

Not long age, Robert Sarnoff, Chairman of the Board of R. C. A., stated in a speech that, "every professional employee would be participating in continuing education between one day and three months before 1980." The Dean of a leading engineering school told his graduating class that "in order to stay abreast of technological changes and to keep professionally updated in your field, you will find it necessary to return to school for short periods of training within three to five years."

The need for a uniform unit to measure continuing education developed as a result of an increase in knowledge and technology. The demand for retraining activities is reflected in the constant increase in participation in continuing education and also in the number of institutions and organizations offering similar programs.

The National Task Force was also aware of the fact that several organizations and institutions were starting or studying a system of measurement and awards, each having little or no relationship to any other system in being. A uniform nationally accepted unit would help reduce the confusion and fragmentation in arriving at a suitable means of recognizing and rewarding individual effort in the pursuit of continuing education.

The needs that I have related to you resulted in the establishment of the Continuing Education Unit by the National Task Force.

Now let us look at the Continuing Education Unit and its place in our education system.

The National Task Force defined the CEU as follows:

Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

This unit represents a sufficiently small amount of participation in continuing education so that it will be possible for an individual to accumulate a substantial number of such units over limited periods of time. The CEU has the further advantage of being computed simply for all formats and durations of continuing education programming wherever contact hours or their equivalent can be determined. Partial units may be recorded as necessary by taking advantage of the decimal nature of the system of measurement. For example, twelve contact hours of participation can be recorded as 1.2 CEU's.

The Continuing Education Unit or CEU may be used for the measurement, recording, reporting accumulation, transfer and recognition of participation by adults in programs which seldom in the past have been recorded in a systematic way or with any sense of permanence, significance or transferability.

The CEU can be applied with equal facility to professional continuing education, vocational retraining and adult liberal education as well as all other programs in adult and continuing education.

Some specific objectives which the application of the continuing education unit will fulfill are:

1. It will systematize the recording and reporting system for partipation in non-credit continuing education.
2. It will provide a uniform system for accumulating quantitative data on participation in continuing education activities.
3. It will permit the accumulation, updating and transfer of the continuing education record of an individual participant.
4. It will encourage long-range educational goals and lifelong learning as a process of continuing education.
5. It will make the pursuit of knowledge more attractive as a way of personal and professional development.

And . . . . . .

6. It will permit and encourage the typical adult student to marshall and utilize a host of continuing education resources to serve his particular needs.

Now, for just a moment, let us look at the administrative process for determination of the number of CEU's to be awarded in a particular continuing education experience.

The determination of the number of CEU's to be awarded is the responsibility of the director of extension or continuing education or the director of training, based on the recommendation of the program director immediately responsible for the learning activity.

The number of units will be determined by considering the number of contact hours in a formal learning situation and evaluating any other experiences connected with the program. Reasonable allowances may be made for activities such as required reports, laboratory assignments, field trips, and supervised study.

The following questions must be answered in the affirmative before consideration can be given to awarding units.

1. Does the program meet the requirements of being an organized continuing education experience?
2. Does the program have qualified instruction and direction to assure that the educational objectives will be fulfilled?
3. Will a record of the units awarded be of value to the participants?

In the administrative process of awarding CEU's there are several standards which must be met in continuing education activities.

First, the program director should request and receive the approval of the appropriate administrative officer in his institution to award a specified number of CE units for a program prior to the time it is offered.

Second, upon completion of the learning experience, the program director should certify that the program has been completed in a satisfactory manner by each individual for whom units are approved and he should report the appropriate information for each participant earning units to be placed on record with the sponsoring institution or organization.

Finally, by virtue of awarding CE units, the sponsoring institution or organization also accepts responsibility for establishing and maintaining a permanent record of all such units awarded. Records should be available on a permanent basis, whether by individual or by continuing education activity and such records may be expected to be queried from time to time by the so-called "user sector' of continuing education.

The information to be recorded include:

1. Name of individual student.
2. Social security number of individual student.
3. Title of course or program.
4. Course description and comparative level at which offered, if not clear from title.
5. Starting and ending dates of activity.
6. Location of program.
7. Format of program.

And . . . . .

8. The number of continuing education units awarded.

In addition to the above information, additional information may be recorded on an optional basis.

1. Evaluation of individual performance, if available.
2. Name of instructor or course director.
3. Personal information about the student such as address, date of birth, educational background, and employment.
4. Cooperating sponsor (company, asosciation, agency or institution).
5. Courses may be classified as to type such as professional, liberal education, vocational-technical, job entry, and in-service. Indication of level with respect to the general content, such as introductory, intermediate or advanced might also be useful.

It would seem at this time appropriate to make mention of some of the applications of the continuing education units. Keep in mind that these are merely illustrations and are not to be considered as limitations.

Some of the applications include:

Non-credit intensive courses or programs in technical and professional areas.

Training programs on new techniques or in technical areas.

Programs to be used in partial fulfillment of certificate or licensing requirements.

Programs sponsored by technical or industrial societies through universities designed to upgrade members in occupation or technical areas.

Liberal education courses or workshops for the general public.

Paraprofessional or subprofessional training programs.

And vocational training programs.

Again, these are just some of the applications for which the continuing education unit will be appropriate. I am sure there are other areas.

Since we have detailed some of the areas where the CEU is appropriate, let me list a few areas at the opposite end of the rainbow where CEU's should not be awarded.

Some of these programs include:

Any program carrying academic credit, whether secondary or collegiate.

Programs leading to high school equivalency certificates or diplomas.

Orientation programs concerning in-plant or job.

And, finally, short duration programs only casually related to any specific upgrading purpose or goal.

It should become the policy of all proponents of continuing education to encourage professional societies, certifying agencies, recruitment and placement activities, employers, personnel managers, counsellors, licensing boards and similar individuals and organizations to establish standards and incentives for personal and professional development.

Such standards and incentives should be in terms of continuing education units to be acquired over a given period of time for particular forms of reward and recognition.

Being open ended, the incentives make continuing education a life-long quest, both for individuals and for user groups. Each user group will establish and regulate its own requirements for the maintenance of proficiency in the particular clientele field over which it has purview or jurisdiction.

The key to the success and usefulness of the CEU will be found in its discriminating use. While the CEU is basically a quantifying mechanism, the administrative process with which it is implemented can and should provide the quality control factors to make the CEU a meaningful measurement.

It is stressed that the system of recording units of continuing education participants may be related to the current system of permanent records in use at the institution or a separate and parallel system can be designed and maintained. Reference should be made again, however, to the elements found in the definition of the CEU--an organized continuing education experience; under responsible leadership; capable direction and qualified instruction.

It is further emphasized that the number of CEU's for each offering should be determined in advance through the regular channels of the administrative unit responsible for the coordination of such non-credit activities and in cooperation with the appropriate departments of the institution or organization.

In the last few minutes, I have given you a quick summary of the continuing education unit and how it might work. It would be impossible for me to go into complete detail on this subject in the time allotted to me. I realize many of you have questions and I have reserved some time after this presentation to answer as many questions as I can. Right now, however, I would like to talk with you on the present situation regarding the CEU.

The most significant step taken to date to implement the CEU was the fact that the Commission on Colleges of the Southern Association of Colleges and Schools adopted the CEU to measure non-credit educational opportunities offered by colleges and universities in its 11-state region in December, 1971.

The CEU was adopted by the Association when it revised Standard Nine--Special Activities. The universities and colleges in the southern region are now under accrediting procedures to use the CEU. Accrediting associations for colleges and universities throughout the Nation are now considering and evaluating the adoption and use of the CEU. Dr. Frank Dickey, Executive Director of the National Commission on Accrediting, has been a member of the National Task Force since 1968.

It is very likely that, as this experience grows, other accrediting agencies will move toward the CEU concept.

Georgia and Virginia both have developed state plans for awarding the CEU and other southern states, including my own state--North Carolina, are in the process of developing state plans.

The Southern Association of Colleges and Schools has developed guidelines for use and implementation of the CEU for institutional membership.

I served on the committee developing these guidelines along with several other institutional representatives from southern colleges and universities. Institutional and program officers of a school or university will find that these guidelines will answer the majority of the questions relating to the use and implementation of the CEU as they pertain to the school or university use and implementation. Colleges and University Registrars will find these guidelines to be of particular use as the standard use of measurement for the individual participant in continuing education and as the accounting unit for an institution's continuing education courses, programs and activities.

In summary, the Commission on Colleges of the Southern Association of Colleges and Schools presents this handbook of guidelines and other information on the use of the CEU as an administrative tool for use by the 560 member institutions in implementing Standard Nine, entitled Special Activities, of the College Delegate Assembly.

The handbook will state that the guidelines will be considered tentative until further experience is gained by the member institutions through a utilization of the CEU as an instrument of measure for individual recognition and institutional accounting of special activities. The CEU, when combined with the credit units in terms of FTE (full time equivalent), will give more accurate data on the total educational program of the individual use of the CEU, but also the institutional use of the CEU. This approach to the use and implementation of the CEU by the individual institution will tend to clarify many of the questions that are currently being asked and raised about institutional implementation from colleges and universities.

Visitation and accrediting teams from regional accrediting organizations are also beginning to exhibit considerable interest in the CEU and its implications for member institutions. Southern Association teams, in particular, are asking rather specific questions in an effort to evaluate progress being made toward implementing Standard Nine.

These discussions clearly suggest that the new provisions in Standard Nine of the Southern Association of Colleges and Schools will be emphasized when the team writes its reports and makes recommendations.

I would like to turn to the use of the CEU by professional societies and associations, business, industry, labor and government for just a few comments. These are the large potential users of the CEU. The attention, use and implementation of the CEU by the institutions of higher education is only a part of the total attention and consideration being given to the consideration and adoption of the CEU. The National Task Force will be addressing this need along with several other associated problem areas such as quality control of the CEU.

In closing my prepared statement today, and as chairman of the National Task Force on the Development of A Uniform Unit of Measurement for Non-Credit Continuing Education, I nor other members of the committee ever expected such a general acceptance or adoption of the concept developed only six years ago. Our primary objective was to develop a concept of a standard unit of measurement for recognition of the individual who wishes to continue his education beyond that which ended with the awarding of a "credit degree". There was a general concensus of opinion of all representatives of the educational association and proprietary educational interests that this particular need had not been taken care of from an individual recognition point of view and that a concept should be developed for filling this need for 30,000,000 citizens of our Nation who are involved annually in educational pursuits beyond that of the traditional degree or a block of credit courses leading to a terminal cut-off. The concept of the CEU was proposed as a possible answer to this need. Until September 1, 1974, the National Task Force issued only one interim statement on the concept--that was a small leaflet entitled, "The Continuing Education Unit--A Uniform Unit of Measurement for Non-Credit Continuing Education Programs." Due to the rapid rate of adoption, the National Task Force has now issued the National Criteria and Guidelines which should be available later this week. Obviously, the National Task Force cannot develop all the necessary state plans, institution plans, and handbooks that will be needed if the widespread interests, use, and adoption of the CEU takes place nationally by all producers and user groups of the CEU concept. It becomes a responsibility of all parties offering the CEU and user groups to adhere to the principles of the CEU concept as it is adopted, used, and implemented in the future.

As it is used, implemented, and further refined, you and your associates can make a valuable input as you are doing here today and tomorrow.

It is anticipated that the CEU will go through a process of development and refinement as its use becomes more widespread.

There are many benefits of the CEU process which are not enumerated here. The CEU is not without some areas of weakness, but I hope you have received a better understanding of the potential of the CEU.

It is obvious that in this day of rapid and massive change, the average individual must continue to learn if he is to remain an effective, efficiently functioning human resource.

It is obvious that we must provide a way that the adult learner can measure and accumulate and be recognized for the wide range of learning, participation and experiences.

The CEU provides a way to do just that.

THE IOWA EXPERIENCE-FROM THE STATE

By: Dr. Don McGuire, Supervisor of Adult Education
Iowa State Department of Public Instruction

The State Coordinating Committee for Continuing Education in Iowa established a task force in 1974 to do a study of the CEU nationally and develop a State Plan for educational institutions of higher learning if it was felt the CEU could be of value in Iowa. The task force developed a state plan for use by the 29 private educational institutions, three Regent educational institutions and the 15 area community colleges. The final plan was implemented by July 1, 1974 in eight community colleges, two Regent educational institutions and one private college.

Components of System

1. Decentralized data bank
2. Used administratively as well as for consumer utilization
3. Programs carrying college credit not granted CEU's

Advantages of the CEU

1. Records convey more accurate and descriptive data
2. Greater use for consumer utilization as well as for management information
3. More standardized data collected

Utilization by Community Colleges in Iowa

The Iowa Area Community Colleges utilize the awarding of CEU's to the majority of the non-credit continuing occupational and professional programs. There is not a separate budget established for administrative costs involved with the CEU. It is hoped adequate financing for administrative costs will be made available in the future.

There had been much discussion as to whether a centralized data bank was needed in Iowa. It was decided to have each educational institution maintain their own records. However, each institution will keep similar data on the students and the program in the event there would be established a centralized data bank in the future.

The college credit programs would not be eligible for recording and/or awarding CEU's. To aid the user groups, the term "CEU Record" will be used instead of "Transcript." Likewise, the word "participant" will be used instead of "student."

There has not been considerable time given to communicating with user groups on what the CEU is and how it could benefit them. It is hoped we

will concentrate on this the coming year. The Iowa Nursing Association has implemented a CEU plan for their members. In some schools, the INA and respective schools co-sponsor programs.

Issues

The main issues Iowa is facing with the CEU are:

1. What programs should be eligible for CEU's.

2. What constitutes successful student completion in a CEU program?

User Groups

It is planned that a great deal of communication of how the CEU is used will be brought to the attention to potential user groups in the near future. This will be done on a state level basis as well as by the various educational institutions.

THE IOWA EXPERIENCE-FROM THE UNIVERSITY

By: Dr. Jack Huttig, Division of Extension and University Services
Conference Center, University of Iowa

I'm indeed pleased to be here this morning to talk about the University of Iowa's experience with the Continuing Education Unit. As you're probably aware, we've already begun the journey down the CEU road and tripped over a few of the obstacles. Hopefully my remarks today will be of some assistance to you in avoiding those same rocks.

What I plan to do is to tell you why the University of Iowa became involved with the CEU program .... the goals and objectives we have for this program .... how the program is now working at the University of Iowa .... and some of the problems we've faced, solved and not solved.

As a part of the State Regents program, the University of Iowa has been watching the development of the Continuing Education Unit. We've been acutely aware of the burgeoning trends in adult education. We've watched the adult education boom that produced 25-million adult students by the mid 1960's. We've seen this figure balloon to 32-million adults by 1973.

Our own campus experience has paralleled this trend. In 1971 our Conference Center recorded 252 non-credit conferences and 18,693 participants. By 1974 we'd grown to 453 conferences and 28,136 adult participants in these non-credit offerings.

In many of the disciplines, a three-fold or four-fold increase was not unusual. In the health professions, for example, we saw an increase from 2,375 participants in 1971 to 9,476 participants in 1974. And we expect a big jump in these figures in the next two or three years.

Ten states already have mandatory continuing education for pharmacists and we expect Iowa to follow this lead. Iowa's Supreme Court has appointed a committee to investigate mandatory continuing education for lawyers and we plan to be ready to meet this need.

So in answer to the question, 'Why did we set up a CEU program?" the answer is <u>we had to</u>. We needed a system of recording participation in programs already in existence and in programs planned for the future. "Nothing is as powerful as an idea whose time has come."

Our goals and objectives were quite simple. We wanted some system to record adult participation in non-credit, continuing education programs. We wanted to be able to coordinate and count all the widely separated continuing education activities which were occurring on our campus. And we wanted to take the resources of the University to more of the people of Iowa and to interest more people in the concept of life long learning. In short .... we wanted to increase the service capabilities of our institution and the CEU fit admirably into this concept.

Here's how the CEU program is set up at The University of Iowa: (Appendix, page 42).

<u>Step 1</u>: A CEU application form is completed at the initial conference

planning session. This application form is approved by 1) the program chairman, 2) the appropriate Dean or administrative officer, 3) the Director of Conferences and, 4) the Dean of Extension and University Services. (Appendix, page 46).

Step 2: The conferees are given a form to complete when they report for registration. If pre-registration is involved, this information may be gathered on the pre-registration form. (Appendix, page 50)

Step 3: The conferees complete the CEU record form and the forms are collected.

Step 4: The forms are authenticated by the instructor to show that the CEU's have been properly earned.

Step 5: The CEU clerk in the Conference Center checks all forms for correctness and completeness before sending them to the Data Processing Center.

Step 6: The Data Processing Center processes the furnished forms onto a tape file where the information is stored as a permanent record. The Data Processing Center then produces two forms. One form (Appendix, page 52) is the CEU Record which is mailed to the CEU recipient. A second form is a roster showing the names and addresses of all program participants and their social security numbers. This second form is used by the Conference Center to verify the input of data into the permanent computer record for each individual participant. Individuals desiring a cumulative record may write to the Registrar's office and the record will be furnished for a fee.

Let's take a brief look at some of the paper work that's involved:

(Appendix, page 46) This is the CEU Application form. Its purpose is to gather information which will permit the approving authorities to evaluate the propriety of the request. The asterisk (*) indicates the information is to be captured by the computer to become a part of the permanent record.

(Appendix, page 50) This is the CEU Award Record. This form is used to gather needed information on conferees, students, or others who will be recipients of the CEU award.

(Appendix, page 52) This is the CEU Award which is produced by the computer and mailed to the recipient.

(Appendix, page 54) This is the Cumulative Record which is mailed on request. Please note the format is that of a transcript but that the record is titled "Cumulative Record" to prevent any mental mixing of non-credit programs with credit programs.

We've faced some very interesting problems with the implementation of the CEU program at the University of Iowa.

Since the program is largely self-supporting, i.e., the cost of record keeping is to be borne by those who receive the benefit of the record, costs and pricing have presented problems. The University's Data Processing Service, for example, charges for their work on a time and cost basis. At this point in time we have insufficient experience to present a cost figure for the data input but we've estimated an overall cost of $1.00 for each com-

puter entry and hope we're "in the ball park" on our estimate. Our present procedure is to increase the registration fee of each CEU program by $1.00 to recover this cost. We have established a separate account to handle all income and billings associated with this program so that all expenses and all income associated with the program can be easily identified.

Our plans are to hold informational meetings with our academic community to insure full acceptance of this program. To date the acceptance has been excellent and we feel that by the end of the first year almost all programs which warrant CEU awards will be granting CEU awards.

At present the College of Medicine is our largest and most enthusiastic customer .... we anticipate some 9,000 CEU awards this year in their Continuing Medical Education Program.

As I'm sure you're aware, the medical people have been in the continuing education field for many years and have developed record systems of their own. The American Association of Family Practitioners (AAFP) has a credit unit of its own. The American Medical Association (AMA) has "AMA Units" which are further divided into Category I .... Category II .... and Category III units. So we've had to bend a bit and incorporate both their long established system and the new CEU system into the same data bank.

One event, more than any other, helped us with the implementation of the CEU program at our University. The Dean of our Extension Division first sold the program to our administrative officers before announcing it to the other divisions of the University. He sold the top people first .... and then put his full weight behind the program. If you're implementing a CEU program at your institution, I strongly recommend you follow a similar procedure.

To sum up .... here's how we see the future of the CEU:

<u>From the standpoint of the non-credit student</u>:

1. We see the CEU, as it becomes increasingly known and accepted, as providing an important measurement of the student's educational advancement.

2. We see the CEU being used to demonstrate the student's <u>personal interest</u> in his own educational improvement.

3. We see the CEU being used as a tie-breaker when two individuals are competing for the same job or for a promotion.

4. We see the CEU as a catalytic agent, a device which will cause more people to enroll in more formalized educational programs, and as an important key to the life long learning concept.

5. Lastly .... we see the CEU being used as the measuring device for relicensure as more and more professions adopt mandatory continuing education.

<u>From the standpoint of the instructor involved in CEU programs</u>:

1. We see the CEU being used as an additional record of the instructor's professional and public service.

2. We also see the CEU being used as a criteria for the instructor's career advancement and having increased impact in the areas of promotion and

tenure consideration.

From the standpoint of the University:

1. We see public service as much a function of the University as teaching and research and we see the CEU as the recording device for this important activity.

2. We see legislative bodies eventually accepting CEU's in lieu of contact hours as evidence of University production .... with corresponding changes in the allocation of educational resources.

In summary .... it isn't a question of whether the CEU will affect your school .... it's simply a question of when. Either by use or by default .... your institution will be affected by the Continuing Education Unit.

As Noah might have said .... the flood is coming .... it's time to build your boat or take swimming lessons.

* * * * * * * * * * * *

A COMPUTER BASED CEU RETRIEVAL SYSTEM

By: James H. Ollar, Director, Fiscal Affairs and Management Extension Division, University of Missouri at Columbia

Before getting down to business, I must acknowledge that what I am about to share with you is the result of the efforts of a committee appointed by Dr. Carl Scheneman, Vice President for Extension, at the University of Missouri which combined the resources of the four campuses of the university, area extension staff and university computer services staff. This group went beyond individual resources and gathered reference material from the national task force and other states all over the nation who were producing CEU ideas. Two outstanding members of this committee are in attendance at this conference since they are now in Continuing Education leadership roles, here in Illinois. Dr. Clive Veri, Dean of the College of Continuing Education, Northern Illinois University and Dr. Ken Serfass, Dean of University Programs, at Southern Illinois University, Carbondale. Both of these individuals were intimately involved in spurring the continuing education unit concept within the University of Missouri.

Now let's get into the subject at hand--the discussion of the computer based continuing education unit system.

Why use the Computer? Because we have so much money tied up in it we have to? Because it looks and sounds sophisticated? Because the computer is used for everything today? or none of the above.

As the Missouri group considered the three objectives of the national task force, (1) establishment of permanent records for individual participants for accumulating, updating and transferring information concerning non-credit continuing education experiences. (2) providing a uniform system for accumulating data. (3) establishing a national system of data collection for measurement of non-credit adult continuing education activities. It appeared that the computer lent itself to these ideas of collecting, maintaining, and using permanent, uniform records.

In addition, it appeared that utilization of the computer would be inevitable considering the potential volume of record keeping. Here are a few examples of the numbers of individuals currently participating in continuing education activities. Handling these kinds of figures would eventually become quite an undertaking without some mechanical assistance.

Use of the computer demands uniformity in record keeping, records have identical data elements of consistent size and format. And finally, computer language tends to foster compatability with other institutions and organizations data systems. With appropriate hardware configurations and software support (programs) data can be transformed into information for use by both the student and the institution.

Missouri decided that the computer assisted system was the only way to go almost from the very beginning.

Briefly what happened in Missouri---

Dr. Ed Lorey, Dean of Extension of the University of Missouri at Rolla,

participated in a National Task Force meeting in the summer of 1970 and accepted the challenge, along with several other institutions, to develop a permanent record keeping system for continuing education unit records.

Dr. Lorey and his staff did a really fine R&D job but nothing started happening until the Vice President got excited about the idea. As we have all heard and probably most of us experienced, the potential for successful acceptance and implementation of something new within an organization is almost surely doomed unless top administration is supportive and understands the basic objectives of the undertaking. The Missouri group would not have succeeded without this support.

A University-Wide committee was appointed and committees on each campus became involved. A must on this committee is the involvement of a top ranking computer services representative as a participating (voting) member of the committee.

I am sure most of your committees avoid re-inventing the wheel by attending sessions such as this and gathering reference materials which are in abundance on the subject of continuing education unit. The Missouri group with myself as chairman, did not completely avoid this trap. Reference materials, often even computer programs, are available from other states or institutions.

The steering committee with the responsibility for implementing a CEU system must avoid getting ahead of academic acceptance of the CEU concept. The committee may only appear to be in the lead until some department or school decides to take issue with anything from the very basic philosophical idea to code number assignments.

Now let's as quickly as possible, review some of the basic components of a computer based CEU system.

The primary objective of the University of Missouri Continuing Education Unit System is to provide services to students who participate in selected non-credit activities. Specifically to (1) provide records of participation in certain continuing education programs to students, employers and appropriate others through a standard system of recording, storage, and retrieval. (2) provide summary records of participation in selected continuing education programs. (3) permit accumulation of updating and transfer of continuing education unit records of an individual from institution to institution.

The continuing education unit policy of University of Missouri reads as follows:

> The University of Missouri adopts the continuing education unit as a way of recording student participation in selected non-credit continuing education activities. The CEU, while retaining convertability within a national system, will be tailored to meet the specific needs of the participants in University of Missouri Extension programs. Approval of awarding of CEU's for any particular continuing education activity shall follow the established policy and procedure for academic approval of a non-credit activity.

The Missouri group re-affirmed the accepted national definition of the continuing education unit as ten contact hours of participation in an organized continuing education experience under responsible sponsorship,

capable direction, and qualified instruction.

The basic definition of the contact hour was stated as a direct contact hour with a student or an equivalent amount of learning experience provided through a recognized educational method as determined by the planning committee. The planning committee referred to is the group which plans each specific activity.

The basic CEU system records are the activity record and the individual or student record. The activity record data elements are shown on this copy of the activity record form, a unique range of activity codes is assigned to each administrative unit. Administrative and academic unit codes are assigned to each school, department or administrative unit on each campus. The NCHEMS Program Classification Structure code which includes the HEGIS Taxonomy of discipline is being utilized to provide linkage to the HEGIS and NCHEMS projects. The individual or student record is entered either from a standard registration form or CEU Registration Roster. The students name, address, social security number, and county, state or foreign country of residence is required.

Data enters this system through one of 5-2740 terminals located on each campus. These terminals are on line with the University's 370-168 central computer. The data must pass several edits to be accepted through the terminal. In the near future, conversion will be made to remote job entry terminals which will allow both more efficient data entry and volume retrieval of information.

Batch entry to the terminals is preferred. A batch consisting of an activity record and the complete roster. Each activity file is left open for fifteen processing cycles to allow additions, corrections, and deletions. Following the fifteen processing cycles additional corrections and deletions will be accepted but will not result in automatic production of standard output documents.

The system will accept recording of any student or activity data if it is in proper format even though no CEU's were awarded. Each activity code in the student record carries with it an indicator of whether or not CEU's were awarded for this particular activity.

The system's standard output is essentially four different reports. Each time a student record is entered within the 15 processing cycles an updated roster is provided in two formats. One giving name, social security number and address for use by program administrative staff, and two, a roster which provides the individual's name, address, and organizational affiliation and is intended to be provided to the participants.

The continuing education unit certificate is a standard output but the activity record can be coded to indicate that the CEU certificates are not required for any particular activity.

The CEU transcript is essentially the activity record for each of the activities in which an individual has been awarded CEU's. The transcript is provided only on the request of the individual. We currently have a $1.00 fee for providing transcripts and the computer staff has indicated that it probably cost in the neighborhood of $25.00 to provide a transcript but we feel we must stay in line with the transcript fee charged in the Registrar's Office. I anticipate that in the not too distant future, the Registrars will be assuming the CEU transcript activity in Missouri. The current plan

is for an individual to receive both a credit and non-credit transcript each time a transcript request is received.

The CEU system has as many optional outputs as there are data elements and combinations of data elements. Currently we are providing mailing information in the form of mailing lists, heat transfer labels, cheshire labels, and P-40 labels. This mailing information may be requested by activity code, zip code, county, state, or foreign country code. Of course, many other methods of developing mailing lists are possible.

Current administrative uses of the CEU data include: providing head counts and numbers of CEU awarded by administrative and academic units. Numerous other administrative uses of the CEU system are possible as evidenced by the activities of the Southern Association. To date, Missouri has adhered to the concept of student service as being the primary objective of the continuing education unit rather than a measure of effort or output.

The system has limited terminal inquiry capability at the present time. By entering a student social security number, the system will immediately retrieve the activity codes which are on file for that student. Inquiries by activity code will result in retrieval of all information contained in that activity record. As remote job entry terminals are installed, with their high speed printer capability, the inquiry capability will be upgraded to include all standard outputs such as rosters, CEU certificates, transcripts, and mailing lists. Of course, any standard programs maintained in-on-line files will be available through the remote job entry terminals.

This computer based CEU system was designed with a master student record which contains the basic student information and space for 30 activity codes. The system then allows up to 98 additional records with 58 activity codes for each student. The activity record file currently has been allotted space for up to 25,000 different activity records.

Over 12,000 student records have been entered into the file since May of this year and this number will increase to 25,000 by July 1, 1975. We anticipate that the system will handle 8 to 10 years records before requiring additional storage space allocation.

Missouri was fortunate to have an individual or two involved in the early stages of CEU developments. We still have much to learn. We will certainly have to make adjustments to achieve regional, national, and eventually international capability. We are indebted to the national task force and institutions in several other states for ideas and techniques which were shared with us. We intend to keep up with, and assist if possible, this national movement, because we feel it is in the very best interest of Missourians and adult students nationwide who want and need organized continuing education experiences under responsible sponsorship, capable direction and qualified instruction.

A DISCUSSION OF THE ISSUES-FROM THE UNIVERSITY

By: Dr. Wendell Harris, Associate Provost
Northern Illinois University

While the adoption of the CEU as a unit of measure seems to me very useful to an institution and to students taking non-credit adult education courses, there are a number of questions which need to be carefully considered and a number of points which need to be clearly understood by both administrators and faculty members during the time that the policies for awarding CEU's are being developed.

1. It should be anticipated that there will be a certain amount of suspicion of the purposes and propriety of awarding the CEU on most campuses. This uneasiness is a very natural thing at a time when it is becoming increasingly recognized that we are faced by academic inflation as well as economic inflation. Degrees, like dollars, are worth considerably less in exchange value than they were even ten years ago, and both faculty members and administrators are bound to evaluate any proposal carefully to insure that it will not lead to a further loosening of academic standards and consequent further devaluation of academic degrees. Secondly, a large number of innovative programs have not lived up to the hopes of their initiators. Despite the fashionableness of their names and announced objectives, too many of these have turned out to be, to use Matthew Arnold's words, "the grand name without the grand thing."

2. To allay unnecessary fears, it is therefore necessary to make sure that everyone clearly understands that the CEU is in essence no more than an external unit of measure--not a total new delivery system.

3. On the other hand, it must also be recognized that any academic measurement becomes by its very nature a kind of currency, and that the question will be raised as to what kind of guarantee stands behind the CEU as a species of currency. In my own opinion, which is certainly not universally shared, only the involvement of the user group (the career area for which the program is offered) can give validity to CEU's. Therefore I would argue that only those non-credit education programs which are requested by a user group which is willing to help determine the content and level of the courses offered and which intends to keep track of the competency of individuals in its field at least partially through the use of completion of CEU's awarded should grant the CEU. Other non-credit education programs, no matter how valuable and respectable, should refrain from offering the CEU. For a sponsoring institution to decide unilaterally that a particular course or program deserves to award CEU's without user group involvement is, in my opinion, to attempt to back the CEU with fool's gold.

4. It must also be recognized that there is a very legitimate fear of long-run pressure to convert the CEU's into credit hours. Again it is my own feeling, not shared by everyone, that the same educational experience should not offer both academic credit and CEU's. That is, courses developed by an institution to lead toward academic

degrees ought to award credit hours; those developed to continue the education of career areas ought to award CEU's. To mix the two is to confound the purposes of each. Once an institution offers a course which may be elected for either 3 credit hours or 4½ CEU's for instance, it will find it very difficult to resist the argument that each CEU is worth 2/3 of a credit hour.

5. If this distinction between the CEU and the credit hour is maintained, it can be argued that the use of the CEU for non-credit courses will protect the integrity of the academic courses. I think we all have to admit that in the situation which has obtained until the development of the CEU (wherein academic credit was the only recognized form of measurement of educational experience), the pressure to grant academic credit for career up-grading programs resulted at times in academic credit being given in cases where it really was not justifiable.

6. Finally, the CEU does provide a unit which can have meaning for those state agencies charged with determining the educational budgets. We all know that budget bureaus and boards of higher education have been much more willing to praise non-credit adult education courses than pay for them--understandably so since there has been no very reliable way for them to know what they were paying for. Records of CEU's awarded could serve as a reliable base of funding. This point, however, does seem in partial conflict with my argument (point #4 above) that the CEU should be awarded only for programs directly supporting career areas. Although it may initially seem to make matters more confusing, what is probably needed is an additional unit, something like the Individual Education Unit recommended by the medical technologists, which can be used as a measuring system for management and funding purposes but which will not carry the imprimatur of the user group in the way that the CEU should. Further, I am not at all sure that such IEU's would need to be recorded in the careful way that CEU's are since presumably only the CEU will be of interest to the individual, employers, and accrediting agencies.

A DISCUSSION OF THE ISSUES-FROM THE ACCREDITING ASSOCIATIONS

By: Mr. Robert Kirkwood, Executive Director
Federation of Regional Accrediting
Commissions of Higher Education

At the outset let me clarify a point on which there appeared to be some misunderstanding in the earlier discussions of this meeting. There is an important difference between the region served by the Southern Association Commission on Colleges and the regions served by the other institutional accrediting commissions in the United States. In the Southern region, the membership voted to adopt the CEU as a uniform unit of measure and made it a part of Standard 9 of the Southern Commission's Criteria for Evaluation and Accreditation, thus making its use mandatory by higher educational institutions located in the eleven state region. In the 39 states comprising the other five regional areas, while the respective regional accrediting commissions have endorsed and may encourage use of the CEU, the decision to do so remains entirely the prerogative of the individual institution or of any system of institutions.

The virtues of the CEU have been thoroughly extolled at this meeting, and there is little question that it is a significant development. Although the Federation of Regional Accrediting Commissions of Higher Education has not formally endorsed the CEU, it has been generally supportive of the development and has recently issued an "Information Paper" on the subject, copies of which are available at the registration desk.

Since you have heard most of the good things about the CEU, let me take the brief time I have to discuss some of the serious concerns I have heard expressed at various meetings held during the past year in different sections of the country. While the attendance at these meetings has been generally heterogeneous, there has been a remarkable consistency to the concerns articulated.

There is concern about the CEU adding to the confusion in academia by fuzzing the distinctions between credit and non-credit education. There are some who see the CEU as a contradiction in terms, a unit of measurement for something supposedly not worthy of educational credit.

There are some who believe that the CEU will add impetus to the trend toward credentialism, further emphasizing the measure rather than the substance of educational experiences. Many people are aware of what happened when school systems set up requirements that teachers must take a certain number of credit units each year in order to qualify for promotions and raises. As a result, in all too many cases the teachers went shopping around for the easiest way to accumulate credits regardless of their educational value. The fact that other professional groups are also looking to the use of the CEU as a means of sustaining and enhancing professional status simply intensifies the trend toward credentialism and poses a possible further threat to the validity and credibility of the CEU.

Another concern has to do with the expectations already voiced in some quarters that a certain number of CEU's should be acceptable for a specified amount of academic credit. In effect, this would make the CEU a kind of educational green stamp to be accumulated and traded in for semester hours

wherever such deals could be made. Any such development would be seen as a debasement of the coinage of the realm, so to speak, with the further danger that a kind of educational Gresham's Law would come into play. For example, I recently received a program announcement from one of the professional associations indicating that a CEU would be granted for attendance at a regional meeting despite the fact that neither the meeting nor the program complied in any way with the NUEA "Criteria and Guidelines" for the CEU.

Finally, there is genuine concern among many people that the CEU could pose a threat to innovation and experimentation in postsecondary education. Some of the so-called nontraditional study programs have been striving to break away from established patterns of measuring educational experience and achievement. They do not wish to be constrained or traditionalized, possibilities which some see as an unfortunate offshoot of the CEU movement.

These, then, are some of the issues and some of the concerns aroused by the development of the CEU. There are variations of degree and generality from place to place and group to group, but in general these issues have been raised with sufficient concern that they deserve careful consideration by those of you planning the implementation of CEU use in Illinois.

Continuing education is on the threshold of vast new importance in the American scheme of postsecondary education. The CEU can be a facilitating tool, but it is obviously not the heart of the matter. The quality, substance, relevance, and integrity of continuing education programs will make the real difference over the long run. These characteristics, and not just the CEU, will determine how important continuing education will be in the total structure of postsecondary education in the United States. It behooves us, therefore, at least all of us who are committed to the concept of continuing education, to be diligent and discreet in the uses we make of the CEU and the quality controls we establish for its utilization.

RECOGNITION AND RECORD KEEPING IN NON-CREDIT ADULT, EXTENSION, AND CONTINUING EDUCATION An Information Paper*

By: The Federation of Regional Accrediting Commissions of Higher Education

Non-credit educational courses, programs, and activities in post-secondary education have increased significantly in recent years. The Carnegie Commission predicts non-credit adult and continuing programs will become major components of American education during the seventies and eighties. It is expected that postsecondary educational institutions will play a primary role in providing relevant continuing education programs of quality for the professions, business and industry, and the public in general. They can also provide guidance to others who will be producing similar programs outside of the traditional institutional framework.

The Federation of Regional Accrediting Commissions of Higher Education, supportive of the important public and community service functions of post-secondary institutions, commends the variety of non-credit adult, extension, and continuing education opportunities provided by many accredited and candidate institutions. These are integral parts of such institutions' total educational programs, designed to fulfill stated objectives and to meet their responsibilities to constituents.

Where such offerings are included in an institution's educational program, careful attention needs to be given to developing a comprehensive record system which gives appropriate recognition to the individual student and also properly accounts for the institutional effort and resources expended.

Among the systems currently in use is the Continuing Education Unit (CEU), an adaptable unit of measure for non-credit activities. It can be used to record an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of non-credit education, including various forms of independent, informal and experiential study and learning.

The CEU or comparable measures apply only to non-credit courses, programs, and experiences, however, and care must be taken to prevent uses for which they are not intended or which would distort their limited purposes. It is especially important that the CEU or comparable units not be used to inhibit or impede educational innovation and experimentation.

For more specific details about the CEU the following publications are suggested:

The Continuing Education Unit: Criteria and Guidelines.
National University Extension Association, One Dupont Circle, Suite 360, Washington, D.C. 20036, 1974. ($5.00 per copy, quantity discounts.)

The Continuing Education Unit: Guidelines and Other Information.
Commission on Colleges, Southern Association of Colleges and Schools, 795 Peachtree St., N.E., Atlanta, GA. 30308, 1973. (single copies free.)

*Information papers on subjects of current interest, issued periodically by the Federation, are not official FRACHE policy statements. (8/8/74)

August 15, 1974

LETTER of INVITATION

Dear Educator:

Your invitation and folders are enclosed for the "Invitational Conference on Continuing Education Units" to be held September 19 & 20 at Springfield, sponsored by the Illinois College Board. These invitations will provide your organization with the opportunity to explore options and have a voice in decisions relative to the present and future of the "Continuing Education Unit."

This is a strategic time in the life of adult continuing education programs and many states and organizations are presently using the "Continuing Education Unit."

This first conference on Continuing Education Units is both informative and action oriented in that you will have the opportunity to hear and to discuss concerns with those already using it. The what, who, and where of the "Continuing Education Unit" will be covered with input for a design for the future.

The resources and leaders with experience in using the "Continuing Education Unit" will be present and willing to share. Be sure to get your invitation and the detailed program brochure into the hands of adult educators, and registrars in your center. You are strongly encouraged to participate in establishing the future use of the "Continuing Education Unit" in Illinois.

Sincerely yours,

Dr. David L. Ferris
Project Director (815) 933-9311
KANKAKEE COMMUNITY COLLEGE

AN INVITATIONAL STATEWIDE

CONFERENCE ON

"CEU"

"THE CONTINUING EDUCATION UNIT"

"One continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction or supervision."

September 19 & 20, 1974
Holiday Inn East
Springfield, Illinois

sponsored by the
ILLINOIS COMMUNITY COLLEGE BOARD

THURSDAY, SEPTEMBER 19, 1974

11:00 A.M. REGISTRATION-Holiday Inn East Lobby

12:00 Noon LUNCHEON - Lincoln-Nixon Room
Presiding: Dr. John Forbes, Associate Secretary
Illinois Community College Board

"WELCOME" - Dr. Fred L. Wellman, Executive Secretary
Illinois Community College Board

"ORIENTATION TO THE CONFERENCE"
Dr. David L. Ferris, Director of Adult Continuing Education and Project Director
Kankakee Community College

"THE IMPORTANCE OF CONTINUING EDUCATION IN ILLINOIS"
Ms. Joan L. Wills, Director
Office of Manpower, State of Illinois, Springfield

2:00 P.M. Washington-Kennedy-Eisenhower Rooms

"THE HISTORY AND PHILOSOPHY BEHIND THE CEU"
Dr. William L. Turner, Vice Chancellor
Extension and Public Service
North Carolina State University

3:30 P.M. Coffee Break

4:00 P.M. PANEL PRESENTATION
Presiding: Thomas R. Scott, Dean of Continuing Education and Extension, Central YMCA Community College

"THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOL EXPERIENCE"

FROM THE UNIVERSITY:
Dr. William Brotherton
Ass't. Vice President Continuing Education
Memphis State University

FROM THE COMMUNITY COLLEGE:
Dr. Hazel Small
Division of Continuing Education Programs
North Carolina Department of Community Colleges

FOR THE PROFESSIONS
Dr. Louis E. Phillips, Director, Continuing Education
Furman University

5:30 P.M. BREAK - Cash Bar - Lincoln Room

6:00 P.M. "ATTITUDE ADJUSTMENT" TIME

7:00 P.M. DINNER - Lincoln-Nixon Room
Presiding: Dr. Clive C. Veri, Dean
College of Continuing Education
Northern Illinois University

"COMMUNICATIONS, COMPUTERS AND THE CONTINUING EDUCATION UNIT"
Dr. Jackson Clay McCurdy, Dean, Communicating Computer Center
Keokuk State University

9:00 P.M. SMALL GROUP RAP SESSIONS (Optional)
Washington-Kennedy-Eisenhower-LBJ-Salzburg Rooms

"STRATEGIES OF GAINING APPROVAL OF AWARDING THE CEU"

"These sessions will be arranged during the first afternoon of the conference and announced prior to the 5:30 P.M. break."

FRIDAY, SEPTEMBER 20, 1974

8:30 A.M. "THE IOWA EXPERIENCE" - Lincoln Room
Presiding: Dr. Marian Frerichs, President
Illinois Nursing Association

FROM THE STATE
Dr. Don McGuire
Supervisor of Adult Education
Iowa State Department of Public Instruction

FROM THE UNIVERSITY
Dr. Jack Huttig, Division of Extension and University Services
Conference Center, University of Iowa

FROM THE PROFESSIONS:
Ms. Marian Lokken
Iowa Cosmetology Board of Examiners

9:30 A.M. COFFEE BREAK - Lincoln Room

10:00 A.M. "A COMPUTER BASED CEU RETRIEVAL SYSTEM"
Presiding: Dr. David Tiedeman, Director
ERIC Clearinghouse in Career Education
Northern Illinois University

James H. Ollar, Director, Fiscal Affairs and Management
Extension Division
University of Missouri at Columbia

11:00 A.M. "A DISCUSSION OF THE ISSUES"
Presiding: Dr. Alan B. Knox, Associate Chancellor for
Continuing Education and Community Service
University of Illinois at Urbana

FROM THE NUEA:
Dr. Robert Pitchell, Executive Director
National University Extension Association

FROM THE UNIVERSITY
Dr. Wendell Harris, Associate Provost
Northern Illinois University

FROM THE PROFESSIONS:
Dr. Leroy Wm. Nattress, Jr., President, Natresources, Inc.
Chicago, Illinois

FROM THE ACCREDITING ASSOCIATIONS:
Robert Kirkwood, Executive Director
Federation of Regional Accrediting
Commissions in Higher Education

12:15 P.M. "A CLOSING COMMENT:
Dr. David Ferris
Kankakee Community College

12:30 P.M. ADJOURN

AN INVITATIONAL STATEWIDE CONFERENCE ON "CEU"
Roster of Speakers

Dr. William Brotherton
Ass't. Vice President
Continuing Education
Memphis State University
Memphis, Tennessee

Dr. David L. Ferris
Director of Adult Continuing
Education and Project Director
Kankakee Community College
Kankakee, Illinois

Dr. John Forbes
Associate Secretary
Illinois Community College Board
Springfield, Illinois

Dr. Marian Frerichs
President
Illinois Nursing Association

Dr. Wendell Harris
Associate Provost
Northern Illinois University
DeKalb, Illinois

Dr. Jack Huttig
Division of Extension and
University Services
Conference Center
University of Iowa

Robert Kirkwood
Executive Director
Federation of Regional Accrediting
Commissions in Higher Education

Dr. Alan B. Knox
Associate Chancellor for Continuing
Education and Community Service
University of Illinois
Urbana, Illinois

Ms. Marian Lokken
Iowa Cosmetology Board of Examiners
Ames, Iowa

Dr. Jackson Clay McCurdy
Dean of Communicating Computer Center
Keokuk State University

Dr. Don McGuire
Supervisor of Adult Education
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Dr. Leroy Wm. Nattress, Jr., President
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Fiscal Affairs and Management
Extension Division
University of Missouri at Columbia

Dr. Louis E. Phillips
Director of Continuing Education
Furman University

Dr. Robert Pitchell
Executive Director
National University Extension Assoc.

Thomas R. Scott
Dean of Continuing Education and
Extension
Central YMCA Community College
Chicago, Illinois

Dr. Hazel Small
Division of Continuing Education Programs
North Carolina Department of
Community Colleges

Dr. David Tiedeman, Director
ERIC Clearinghouse in Career Education
Northern Illinois University
DeKalb, Illinois

Dr. William L. Turner, Vice Chancellor
Extension and Public Service
North Carolina State University

Ms. Joan L. Wills, Director,
Office of Manpower, State of Illinois
Springfield, Illinois

Dr. Clive C. Veri, Dean, College of
Continuing Education
Northern Illinois University, DeKalb

AN INVITATIONAL STATEWIDE CONFERENCE ON "CEU"

Roster of Participants

Frank G. Adams
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Mattoon, Illinois 61938

Dr. Donald Albanito
Dean of the College of
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Community Services and Continuing
Education
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Grayslake, Illinois 60030

Robert L. Bender
Program Director
Office of Assoc. Vice President for
Public Service
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Dr. Robert Darnes (effective February 1975), Illinois Community College Board

Sherwood Dees, Division of Vocational & Technical Education

Dr. John Forbes, Illinois Community College Board

Dr. Marian Frerichs, Illinois Nurses' Association

Richard Frey, Kankakee Community College

Dr. Wayne Giles, Illinois Office of Education

George Hackler, Eastern Illinois University

Jarrell Jarrard, Lincoln Land Community College

Dr. William Kelley, Illinois Board of Higher Education

Linford Marquart, Olivet Nazarene College

Dr. Jack McFadden, Northern Illinois University

Dr. LeRoy Nattress, Natresources, Inc.

Dr. Stanley Robinson, University of Illinois

Thomas R. Scott, Central YMCA Community College

Dr. Kenneth Serfass, Southern Illinois University

Dr. Joseph J. Semrow, North Central Association of Colleges and Secondary Schools

June Tenckhoff, Western Illinois University

Dr. David Tiedeman, ERIC Clearing House in Career Education

Dr. Clive Veri, Northern Illinois University

John Watson, Department of Registration and Education

Dr. David L. Ferris, Kankakee Community College -- Chairman

APPENDIX

CEU RECORDING SYSTEM

for

THE UNIVERSITY OF IOWA

Standard Operation Procedure

Foreword

This standard operating procedure is based on the March 1974 state plan for the CONTINUING EDUCATION UNIT which was developed by the State Coordinating Committee for Continuing Education.

Although following the basic state proposal, these operating procedures reflect special considerations necessitated by the needs and requirements of existing systems and procedures at the University of Iowa.

Definition Of The Continuing Education Unit (CEU)

"One continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction."

Award Criteria

The following criteria will need to be met in order for a program to be approved for the granting of continuing education units:

1. There is a statement of the purpose and objectives.
2. The content is well organized and presented in a sequential manner.
3. There is evidence of pre-planning which should include the opportunity for input by the target group to be served.
4. The instructional personnel utilized will be well-qualified by education or experience.
5. There is provision for individual participant registration which will include information required for recordkeeping and reporting.
6. There is a provision for evaluation of each individual participant appropriate to the material presented. This may consist of attendance records, participant performance, self-learning summaries, examinations, evaluative critiques,..or any combination of these.

Award Limitations

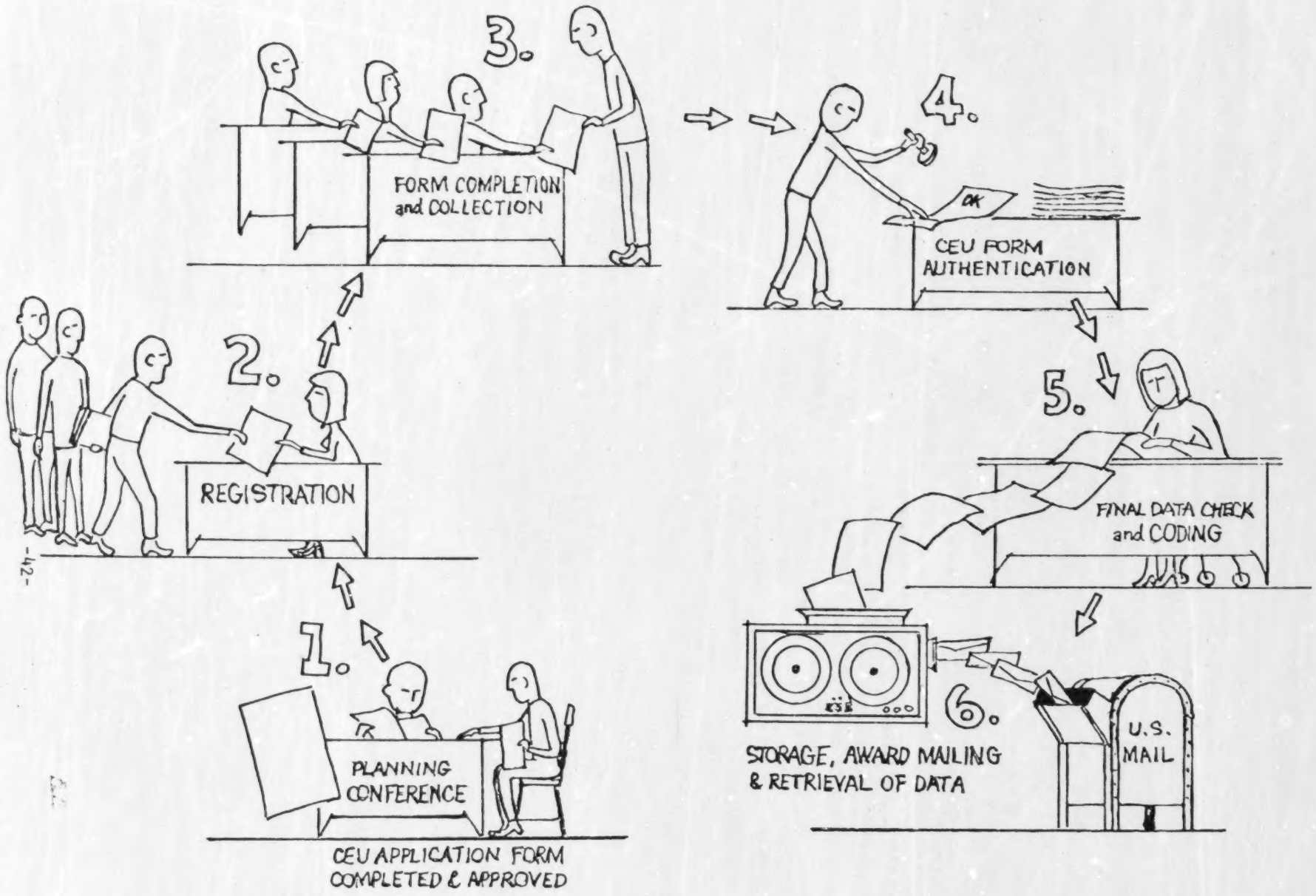
The following type programs will NOT be awarded CEU's:

1. Programs carrying academic credit either secondary or collegiate.
2. Programs leading to high school equivalency certificates or diplomas.
3. Programs not sponsored by an educational institution.
4. Programs only casually related to any specific upgrading purpose.
5. Programs which are normally considered routine job training.

NOTE: A Continuing education experience, to be eligible to be recorded and awarded, shall not be for less than 0.1 CEU (One Hour).

CEU AWARD SEQUENCE

The Basic Program Outline



CEU AWARD SEQUENCE

CEU AWARD SEQUENCE (Please refer to chart)

1. CEU Application & Approval

   A CEU Application Form (CEU 1) will be completed at the initial planning conference and submitted to the Director - Conferences & Institutes for approval. A copy of the approved CEU Application Form becomes the institution's record of the conference.

2. Distribution of Blank CEU Award Records at Registration

   Blank CEU Award Records (CEU 2) are passed out to conference participants with other registration materials.

3. CEU Form Completion and Collection

   CEU Award Records (CEU 2) are completed in unison under the direction of the conference chairperson or designated representative. The forms are then collected.

4. CEU Authentication

   Conference chairperson confirms successful completion of the program and authenticates attendance and earning of CEUs by signing the form (CEU 2).

5. Final Data Check and Coding

   CEU Clerk in Conference Center checks each CEU Award Form for completeness and codes data for computer input.

6. Storage, Award Mailing and Retrieval of Data

   Data from CEU Application Form (CEU 1) and CEU Award Record (CEU 2) are processed into the computer. A computerized roster is furnished to the Conference Center for input verification and file. Individual CEU Records (CEU 3) are produced and mailed by Data Processing Service to conference participants. The computer is also used to consolidate records and prepare a cumulative CEU Record (CEU 4) for presentation to the requesting individual.

PROGRAM APPROVAL PROCEDURES

Programs Under Conference Center Auspices

1. A Form CEU 1 will be completed in pencil draft form by the Conference Coordinator and submitted to the CEU Clerk with a program outline or other evidence of the number of instructional hours involved.

2. The CEU Clerk will supply correct coding information, rewrite to digit limits, type the form in duplicate, and submit all forms and supporting materials to the Continuing Education Supervisor.

3. The Continuing Education Supervisor will review the form and verify its accuracy and completeness by initialing both copies of the form before returning it to the CEU Clerk for signature distribution.

4. The CEU Clerk will retain the duplicate copy with supporting information, while forwarding the original Form CEU 1 with routing information to obtain approving signatures in the following order:

   1) Program Chairperson
   2) Dean or Administrative Officer of Department Concerned
   3) Director - Conferences & Institutes
   4) Dean - Division of Extension and University Services

5. After all signatures have been obtained, the CEU Clerk will retain the FORM CEU 1 in file until it is appropriate to forward duplicate copies of the Forms CEU 1 and original copies of Forms CEU 2 to the data processing center for recording.

6. The original copy of the Form CEU 1 and supporting documents will be retained in file in the Conference Center office.

7. The original copies of Forms CEU 2 will be checked against the computerized roster furnished to the Conference Center by the data processing center to insure that all individual CEU Award Records have been entered into the computer system. Forms CEU 2 will then be discarded by the CEU Clerk.

Programs NOT Under Conference Center Auspices

1. Conveners of conferences and appropriate training programs not held under Conference Center auspices may request CEU approval by obtaining and completing an application Form CEU 1.

2. Application Form CEU 1 may be obtained from the CEU Clerk who will advise and/or assist with the form preparation and then process the application as described in the preceding section.

Repeated Programs

1. Approving signatures will not be required for programs previously approved for CEU awards.

2. When an approved program is repeated, the CEU Clerk will prepare a new CEU Application Form (Form CEU 1) to satisfy data processing requirements, assign a new program number, show the new starting and ending dates, and make such other changes as may be appropriate.

3. The typed comment . . . "originally approved as a program number _____" will be accepted in lieu of approving signatures.

"Institutional" CEU Programs

"Institutional" CEU's may be recorded when conference conveners wish to record the total instructional activity without issuing individual CEU awards. As an example, 100 persons attending a two-hour approved meeting would be counted as a total to 200 instructional hours or 20 "Institutional" CEU's.

A standard CEU Application Form (Form CEU 1) will be completed for each program for which "Institutional" CEU's are desired. Upon completion of the program the total attendance figure will be noted on the Form CEU 1 which will be processed for computer entry in the normal manner.

See Following Pages for Sample Forms

CEU APPLICATION FORM

1. Program Title:*
(50 digit title limit)

2. Program No.*_____

3. Date of request*_____ 4. Starting date*_____ 5. Ending date*_____

6. Target audience to be served:

7. Program objectives:

8. Brief description of the program:*
(148 digit limit)

9. Format*___ 10. State code*____ 11. HEGIS code*_____ 12. Location code.*_____

13. Sponsor_____ code* _____ 14. CEUs requested*_____

15. Cooperating organizations:

16. Evaluation procedures:

APPROVED: _____ Date _____
(Program Chairperson)

_____ Date _____
(Dean(s) or Administrative Officer(s)

_____ Date _____
(Director - Conferences & Institutes)

_____ Date _____
(Dean - Division of Extension and University Services)

17. Total Attendance* _____ _____ Date _____
(Approved for computer entry)

Form CEU 1

CEU APPLICATION FORM

1. Program Title:* 2. Program Number_____
(50 digit limit)

3. Date of request* _____ 4. Starting date*_____ 5. Ending date*_____

6. Target audience to be served:

7. Program objectives:

8. Brief description of the program:*
(173 digit limit)

9. Format*____ 10. State code*_____ 11. HEGIS code*____12. Location _____
code*

13. Sponsor_____ code*_____ 14. CEUs requested*_____

15. Cooperating organizations:

16. Evaluation procedures:

APPROVED: _____ Date _____
(Program Chairperson)

_____ Date _____
(Dean(s) or Administrative Officer(s)

_____ Date _____
(Director - Conferences & Institutes)

_____ Date _____
(Dean - Division of Extension and University Services)

17. Total Attendance*_____ _____ Date _____
(Approved for computer entry)

18. Total medical faculty participants (including guest faculty)*_____

MEDICAL AWARDS (AMA Category) 19. I*____ 20. II*____ 21. III*_____
(AAFP Category) 22. Prescribed*_____ 23. Elective*_____

Form CEU 1M 6/4/74

DATA COLLECTION

AND PREPARATION OF INDIVIDUAL CEU AWARDS

For Programs Under Conference Center Auspices

1. The conference chairperson or designated representative will supervise the completion of CEU Award Records (Form CEU 2) by individual conferees.

2. After the conference has ended, the chairperson or designated representative will certify the number of CEUs earned by signing each individual Form CEU 2 and forward the signed forms to the CEU clerk.

3. The CEU Clerk will check each Form CEU 2 for completeness and accuracy before forwarding the forms to Data Processing for input to the permanent computer file.

4. Date Processing will computerize the records and furnish:
   1) A CEU Record (Form CEU 3) by mail to each awardee.
   2) A computer printout roster to the Conference Center.

5. All forms will then be returned to the CEU Clerk who will use the furnished computer printout to verify computer entry and then discard the individual CEU Award Records (Form CEU 2).

For Programs NOT Under Conference Center Auspices

1. Conveners of approved conferences and training programs may obtain Forms CEU 2 from the CEU Clerk and supervise their completion at the conference site.

2. Certification of the earning of CEUs will be accomplished with the signature of the on-site conference convener and a certifying official from the sponsoring College, Division, or Department of The University of Iowa.

3. The completed Forms CEU 2 will then be given to the CEU Clerk for processing in the manner previously described.

Special Framing Awards

1. Special CEU Awards suitable for framing may be ordered from the Conference Center at a cost of 50¢ each for typed names or $2.00 each for printed names.

Cumulative CEU Records

1. Individuals who have participated in more than one CEU approved program may apply to the Registrar, The University of Iowa, for a cumulative record of participation in the Continuing Education Programs. This record (Form CEU 4) will be produced by computer for a charge to be determined by the Registrar.

See Following Pages for Forms CEU 2/2M/3/4/5

CEU AWARD RECORD

_____ *
Social Security Number

Name: _____ *
(Last) (First) (Middle Initial)

Highest degree or grade completed:

_____ * _____

Address: _____ *
(Street)

_____ *
(City) (State) (ZIP)

Male* _____ Female* _____

Home Telephone: Area Code (___) _____

Check one:*

1 _____ American Indian/Native American
2 _____ Black/Afro-American
3 _____ Mexican American/Chicano
4 _____ Oriental/Asian American
5 _____ White/Caucasian
6 _____ Foreign with visa
7 _____ Puerto Rican (Mainland)
8 _____ Puerto Rican (Commonwealth)
9 _____ Other (Identify) _____
0 _____ I prefer not to identify myself.

Employer's Name: _____ Telephone: _____

Employer's Address _____
(Street) (City)

_____
(State) (Zip Code)

Position Title: _____ Code * _____

CEU Program Number* _____ CEUs Earned* _____

Signature of Certifying Official _____

Form CEU 2 6/4/74

CEU AWARD RECORD

_____ *
Social Security Number

Name: _____ *
(Last) (First) (Middle Initial)

Highest degree or grade completed:

_____ * _____

Address: _____ *
(Street)

_____ *
(City) (State) (Zip Code)

Male* _____ Female* _____ Home Telephone: Area Code (___) _____

Check one:*

1 ____ American Indian/Native American
2 ____ Black/Afro-American
3 ____ Mexican American/Chicano
4 ____ Oriental/Asian American
5 ____ White/Caucasian
6 ____ Foreign with visa
7 ____ Puerto Rican (Mainland)
8 ____ Puerto Rican (Commonwealth)
9 ____ Other (Identify) _____
0 ____ I prefer not to identify myself.

Employer's Name: _____ Telephone: _____

Employer's Address: _____ _____
(Street) (City)

_____
(State) (Zip Code)

Position Title: _____ Code** _____

CEU Program Number* _____ CEUs Earned* _____

MEDICAL AWARDS: (AMA Category) Cat I* _____ Cat II* _____ Cat III* _____

(AAFP Category) Prescribed* _____ Elective* _____

Signature of Certifying Official _____

Signature of Sponsoring Medical Unit Official _____

Form CEU 2M 6/4/74

THE UNIVERSITY OF IOWA
Iowa City, Iowa 52242
Division of Extension and University Services

CEU RECORD

This is to certify that XXXXXXXXXXXXXXXXXXX, XXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Please check your social security number below and report any error.

XXX XX XXXX

has successfully completed the following continuing education programs.

Program Title	Date Completed	CEU Awarded

CREDITS: AMA Category I _____ II _____ III _____ AAFP Pres: _____

Elective: _____

XXXXXXXXXXXXXXXXXXXX

(Sample Computer Roster Format)

HIGHLIGHTS OF IOWA HISTORY		00002
4/30/74	5/28/74	
387 97 3365	ABERNATHY, JOHN M.	1.0
376 45 5555	BAKER, GLORIA MARIE	0.5
444 57 3357	DONOUGH, JACK P.	1.0

Etc.

A CUMULATIVE RECORD OF
PARTICIPATION IN CONTINUING
EDUCATION PROGRAMS AT

THE UNIVERSITY OF IOWA
Iowa City, Iowa

Last Name First Middle

University Number

Home Address

City and State or Country ZIP

Page Print Date

	Program Title	Program Description	Date	C. E. U.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

The Continuing Education Units (CEU) RECORD above were awarded on the basis of participation in program(s) approved by the Dean of the Extension Division of the University of Iowa. One CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Total Continuing Education Units

Registrar